

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised April 2024

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



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Details with regard to funding

Please complete the table below.

Total amount allocated for 2024/2025	£ 16,310.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0.00
Total amount allocated for 2025/2026	£ TBC

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above	100% At the end of Year 4 100% of pupils can swim 25 metres
What percentage of your current cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	100% At the end of Year 4 100% of pupils can use a range of strokes effectively
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100% The children in Year 4 are developing skills in safe self-rescue water-based situations.
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2024/2025		Total fund allocated: £8,500	Date Updated: April 2024	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				52%
Intent	Implementation		Impact	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
<p>To ensure all pupils participate in regular, high-quality physical activity that meets or exceeds the daily recommendation of 30 minutes during the school day.</p> <p>Our aim is to develop pupils' physical literacy, improve fitness levels, enhance well-being, and instil lifelong positive attitudes towards physical activity through a progressive and engaging PE curriculum.</p>	<p>A trained PE specialist from <i>Active Northumberland</i> delivers weekly sessions to each class on Thursday afternoons, tailored to meet age-specific developmental needs.</p> <p>Class teachers observe all sessions, supporting continuity and enabling peer-led CPD opportunities.</p> <p>A diverse range of after-school clubs is offered to pupils in Years 2–4 to extend physical activity beyond curriculum time, with a focus on inclusive and enhanced sports experiences.</p> <p>Active playtimes and structured activities during break/lunch further support daily activity levels.</p>		£8,500	<p>All pupils now engage in at least 30 minutes of physical activity each school day, with increased enthusiasm and participation levels observed across all year groups.</p> <p>Pupils are developing core skills in agility, balance, and coordination, which are tracked and assessed regularly.</p> <p>There is improved teacher confidence in delivering PE lessons, as evidenced through lesson observation notes and feedback.</p> <p>The physical activity offer has supported improvements in behaviour, focus, and overall wellbeing.</p>
				<p>Sustainability and suggested next steps:</p> <p>Continue to upskill teaching staff through co-delivery with the PE specialist and by attending external CPD training sessions.</p> <p>Share best practices with neighbouring schools through local sports partnerships and cluster CPD events.</p> <p>Develop and implement pupil-led initiatives (e.g. playground leaders, sports ambassadors) to promote active lifestyles during unstructured times.</p> <p>Expand after-school provision to include younger year groups (EYFS, Year 1) to further embed early healthy habits.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
Intent	Implementation		Impact	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
<p>To embed PE, school sport, and physical activity as a central part of our school ethos, recognising its role in improving behaviour, confidence, attendance, wellbeing, and academic achievement.</p> <p>We aim to celebrate sporting achievement, broaden pupils' experiences, and promote the value of physical activity across all areas of school life.</p>	<p>Engaged with a range of external partners and providers to deliver experiences in hockey, skipping, and bowling, ensuring inclusivity and variety in physical activity opportunities.</p> <p>Termly enrichment workshops are delivered by visiting professionals to expose pupils to less traditional sports and inspire engagement.</p> <p>Residential trips incorporating physical activity are subsidised to make them accessible for all families, reinforcing physical challenge, team building, and resilience.</p> <p>Sporting achievements are celebrated regularly in assemblies, newsletters, and displays to build pride and motivation.</p>	£3,300	<p>PESSPA has become a recognised and celebrated part of school life, with increased pupil motivation and improved engagement across the curriculum.</p> <p>Pupils demonstrate a growing interest in physical activity outside of school, sharing how they have continued activities like skipping or hockey at home.</p> <p>Participation in enrichment and residential activities has supported the development of social skills, perseverance, and self-confidence.</p> <p>Staff report improvements in pupils' focus and behaviour following active experiences.</p>	<p>Continue to research and develop partnerships with new activity providers, ensuring regular rotation and diversity in sports experiences.</p> <p>Establish pupil voice groups to help choose new sports and evaluate past workshops, encouraging leadership and ownership.</p> <p>Build staff confidence to deliver a broader range of activities independently by co-leading sessions with visiting professionals.</p> <p>Create a yearly calendar to ensure high visibility and strategic planning across the academic year.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				28%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To improve the quality and consistency of PE teaching by increasing staff confidence, subject knowledge, and skill.</p> <p>This is supported by upgrading facilities and resources to ensure a safe, engaging, and effective teaching environment where all staff feel equipped to deliver high-quality PE.</p>	<p>Teachers observe and co-deliver weekly sessions led by a PE specialist from <i>Active Northumberland</i>, allowing them to build subject knowledge and teaching strategies in real-time.</p> <p>CPD opportunities are identified and shared with staff, including in-school modelling, external workshops, and online training modules.</p> <p>Regular health and safety checks ensure equipment and facilities meet national safety standards, enabling confident delivery.</p>	£4,500	<p>Teachers report greater confidence in delivering PE independently, especially in areas such as dance, games, and athletics.</p> <p>Staff are better able to differentiate and adapt lessons to meet the needs of all learners, including SEND and less active pupils.</p> <p>The running track is frequently used not only in PE lessons but also as part of cross-curricular physical activity (e.g., the Daily Mile).</p> <p>A more consistent, structured PE curriculum is being delivered across the school, resulting in improved pupil progress in core skills.</p>	<p>Continue to embed a coaching model where staff regularly plan, deliver, and reflect on PE lessons with the support of specialists.</p> <p>Expand CPD to include assessment in PE and inclusive practices.</p> <p>Maintain and refresh equipment as needed, prioritising sustainable and durable materials.</p> <p>Delegate an internal PE lead to champion curriculum development, monitor progression, and support staff.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide all pupils with the opportunity to explore a wide range of physical activities beyond traditional team sports, promoting inclusion, engagement, and enjoyment. By offering a diverse range of experiences, we aim to ensure every child can discover a form of physical activity they enjoy and feel confident participating in, laying the foundation for a lifelong active lifestyle.	<p>In addition to core PE provision, we work with external providers and local sports organisations to deliver non-traditional and alternative sports such as skipping, yoga, bowling, golf, and hockey.</p> <p>Regular enrichment days and taster sessions are delivered termly to introduce children to new disciplines.</p> <p>Residential trips include outdoor adventurous activities such as climbing, canoeing, and team-building exercises.</p> <p>After-school clubs are varied termly and are open to all year groups from Year 2–4, ensuring activities appeal to a broad range of interests and ability levels.</p>	Included in key indicator 1 and 2 above	<p>Increased participation rates in both curriculum and extracurricular activities, particularly among children who were previously less active.</p> <p>Pupils have developed a broader set of physical and social skills, including resilience, teamwork, and problem-solving.</p> <p>Many pupils have expressed newfound enjoyment in sports they had not previously experienced, with some pursuing these interests beyond school.</p> <p>Greater inclusivity has been achieved, as more children feel represented and catered to in the physical activity offer.</p>	<p>Continue rotating a diverse programme of enrichment activities each term to maintain engagement and expose children to new opportunities.</p> <p>Develop pupil voice surveys to help inform future activity planning based on interests and feedback.</p> <p>Train staff in delivering some of the alternative activities independently (e.g. yoga) to reduce reliance on external providers.</p> <p>Establish long-term partnerships with local sports clubs to signpost pathways beyond school.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To provide all pupils with the opportunity to take part in age-appropriate competitive sport, fostering resilience, teamwork, and sportsmanship.</p> <p>By engaging in intra- and inter-school competitions, we aim to build confidence, develop pupils' abilities to win and lose with integrity, and raise aspirations through challenge and achievement.</p>	<p>Pupils regularly participate in county-wide <i>School Games</i> competitions and festivals across a range of sports, ensuring that every year group is represented.</p> <p>Events are planned to include a mixture of competitive and festival-style formats to encourage both high engagement and inclusivity.</p> <p>Preparation for competitions is integrated into PE lessons and after-school clubs, giving pupils a clear focus and sense of purpose.</p> <p>Children are supported to reflect on their performance and celebrate the values of teamwork, determination, and respect, whether they win or lose.</p> <p>Pupils also engage in virtual competitions and school-based "house" competitions to ensure every child has the opportunity to take part, regardless of ability or travel barriers.</p>	£ included in Active Northumberland budget	<p>Pupils show increased confidence and motivation when participating in competitive sport.</p> <p>Children proudly represent the school, consistently demonstrating positive behaviour, respect for others, and good sportsmanship during events.</p> <p>Engagement in sport has increased, with more pupils opting into extracurricular training or activity as a result of enjoying the competitive experience.</p> <p>Staff have reported improved pupil cooperation and goal-setting behaviours within the classroom, linked to their sporting experiences.</p>	<p>Continue to diversify the competitive sport offer, including mixed-ability teams and festivals designed to build experience and inclusion.</p> <p>Train pupil leaders to help organise internal school competitions and officiate informal events.</p> <p>Maintain participation in face-to-face competitions and expand access to virtual platforms to engage more pupils, especially in remote or smaller schools.</p> <p>Explore partnerships with other rural schools to create a micro-league structure for regular, localised competition.</p>

Signed off by	
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Date:	10/04/2025
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